

Reduce The Pause Process Because of Doubt Feeling in Speaking English Using Comfortable Feeling

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Abstract. The learning process is a process that will not stop in human life. Even when they have a family or gain success in life, the learning process will not stop. The purpose of this research is to find out whether the pausing process due to feelings of doubt can be reduced or even overcome using the comfortable feeling. The comfortable feeling is aroused through social support. The researcher observed and investigated it using the pre-experimental design with one Pre-test and Post-test design. The number of pause processes at the Pre-test and Post-test were used as the data then calculated using the Wilcoxon Hypothesis Test. There is an effect of using comfortable feeling through social support on the pause process but insignificantly.

Keywords: pausing process; comfortable feeling; social factor

1 Introduction

The learning process is a process that will not stop in human life. A human being cannot be separated from the learning process. Even when they have a family or gain a successful life, the learning process will not stop. The learning process at a young age starts from kindergarten and continues to high school. They will be called school students. Meanwhile, after completing high school, humans will be given a choice whether to continue to university or directly to work. If they decide to continue to the university level, it changes into college students.

A college student is a person who is in the process of gaining knowledge or studying and registered in undergoing education at a university institution [1]. College students are individuals who are studying in higher education, it can be in public or private universities or other institutions which are at the same level as a university. A student is considered to have a high level of intellectuality, have intelligence in thinking and planning action.

College students have various kinds of demands and obstacles in their studies. The obstacles and demands are assignments, practicum, achievement of their studies, and thesis or final paper. Various tasks faced by college students can make them feel uncomfortable, they do not enjoy academic activities and find it difficult to concentrate on their studies. Based on yuwanto's article, concentration and enjoying the activity are the main factors in doing college assignments [2].

English as a subject is often considered difficult due to differences from Indonesian, the student's native language. The students who take English courses from the non-English department also experience such problems, they see English as a difficult subject, as a result, they lose a sense of comfort so these students do not have confidence in following the class because of the difference between their daily language with English. Because of the differences,

the students become insecure in learning English. One form of insecurity is the pauses when communicating or asking questions in English.

English is difficult because it is considered a foreign language. Different words, grammar, forms of tenses are some of the difficulties for the foreign language learner. However, individuals who are lacking in this matter find it difficult to understand English, and always see English as a difficult lesson. Generally, individuals find it difficult to understand English because they do not learn the language from an early age or there is no interaction from people around them to teach the language from the start.

College students also find this to be a problem. Many students think that English is a difficult subject. Concentrating and enjoying the activities are the main factors in doing college assignments [2]. Because they lack concentration and enjoyment in learning English resulting in low scores in English subjects, students of the general subject of English are no exception. Even though there are students who have good grades. One of the forms of not concentrating and less enjoying is avoiding using English, questions about the materials, and avoiding the question-and-answer situations between lecturer and college students in English. The process of pausing in reading stories in English or speaking in English is concrete evidence of the absence of concentration and enjoyment of the learning. Pause is mental proof of the speech production process [3]. Based on Dardjowidjojo pause can occur only for the reason of breathing, but can also be due to doubt. Doubt on oneself or doubt if given the correct answer or the correct sentence structure is the cause of the pausing process to occur [3].

This research has benefits academically, in practical terms, and socially. Academically, the results of this research can provide input in learning English. The result can be a reference when it's related to the pause process and the use of comfortable feeling inside the students in the learning process or the class. In practical terms, the results of this study can provide recommendations for teachers to overcome the pausing process in speaking sessions that occurs in students. Socially, the results of this study can provide an overview and understanding of the emerging of pausing process itself

So, how far comfortable feeling helps students of general English reduce the pause process because of a doubt feeling in them? This research held to find out how far the existence of comfortable feeling helps the students reduce the pause process. This research is done to see how far the effect of the comfortable feeling helps the students in learning English. The purpose of this research is to find how far the comfortable feeling reduces or overcomes the pause process that arises in the general subject of English class's students.

2 Literature Review

Communication is important for humans because communication is a form of the human being as a social being. In communicating, words or utterances are the results of their production, these two things are conveyed through a thought process and then issued through the mouth in a form of words that are voiced and arranged as sentences or utterances, usually called communicating in verbal form.

Based on Meyer, a speech production process is a complex event consisting of conceptualization, formulation, and articulation [3]. The conceptualization stage is when the speaker plans the conceptual structure of the message that conveys. The formulation or grammatical encoding stage is when the appropriate entry of the mental lexicon and then gives the categories and syntactic structure and the affixes. The articulation stage is when the framework and contents of the speech are manifest in the form of sound.

The fact that happens is humans often experience obstacles in producing speech. These obstacles can be in the form of silence, mispronunciation of sounds, words, or even sentences, repetition of words, etc., that gives the impression that the speech is blocked and does not match the intended purpose. The indicators of ideal speech are fluency from the time it starts until it finishes, has a neat sequence of words in unbroken order, and has a pause that only appears in certain constituents [3]. Technically, it is called pauses. Fraundorf and Watson define pauses as a form of verbal or nonverbal distraction or part of the main message the speaker wants to convey that becomes unrelated in one and another [4].

Based on Fors, a pause is contained in an ongoing conversation, when the speaker gets the opportunity to speak [5]. This term is already being used by Dardjowidjojo in his book called *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*, yaitu senyapan. In his book, Dardjowidjojo does not give the term meaning of pauses. But Dardjowidjojo thinks that pauses can occur not only from the reason of breathing but also because of doubt [3]. Doubt feeling becomes one of the main factors which make the pause process exist.

Pauses, according to Zellner, "the occurrence of pauses is strongly speaker-dependent [6]. Zellner also classifies the pauses as a speech in the traditional way into two, which are a physical/ linguistic classification and psychological/psycholinguistic classification [6]. In the first classification, pauses divide into intersegmental and interlexical pauses. Meanwhile, in psycholinguistics, pauses are divided into silent silence and filled silence. Viola and Madureira classify pauses into three aspects, namely structural, functional, and distributional [7]. Structurally, pauses can be divided into silent, filled, or pauses expressed by phonetic features such as the extension of certain sounds or changes in sound quality. In terms of function, pauses are classified into pauses because of breathing, discursive (discourse planning and parts of discourse structure), and expressive (expression of attitudes and emotions). Finally, from a distributional point of view, pause appears in or between sentences and other morpho synchronous constituents.

Several studies have discussed pauses. By utilizing data from utterances in several talk shows, Pangestri concluded that the pauses due to non-fluency in Indonesian indicate a diversity of types, which are silent pauses as fluency pauses. It is a pauses process that fills with fillers in the form of sounds, words and sentences, repetition, lengthening, parenthetical remarks, false starts, and a combination of fluency silences. Next, non-fluency pauses happen in almost all positions in a speech, both before and in speech. These pauses happen due to not being ready to start the speech or carry out a dual-task (speaking while thinking), change the contents of the speech, forget the required words (tip of the tongue), be careful in choosing words, experience an error, hesitate, not master/dislike the topic of speech, and experience pressure or stress. In this case, the various causes are related to one another [8]. Because of those types above, it shows that all of those things can cause the doubt feeling appears, that is why the pause process happens.

According to Dian Mayasari's article, McCroskey (2009: 405) describes interpersonal communication anxiety as fear or anxiety related to real situations or anticipated communication from others in their interactions with one another [9]. Dian Mayasari also stated in her article that interpersonal communication anxiety could cause students to try as little as possible to engage in communication activities [9]. It means when students feel anxiety, they tend to avoid communicating with others in a classroom, they tend to become quiet, tend to be inactive in the learning process to avoid making mistakes. Interpersonal communication anxiety views from several aspects, one of them is the cognitive aspect for example excessive attention of oneself and views or judgments from others [9]. In Dian Oktary's article, Jalaludin argues that one of the most causes of interpersonal communication anxiety is the desire to shut down, apart from

a negative self-concept arising from a lack of confidence in one's abilities [10]. People who lack self-confidence will tend to avoid communication situations as much as possible. He/she is afraid that others would mock or blame him/her. People who are apprehensive in communicating, will withdraw from social interactions, try to communicate as little as possible, and only speak when under pressure. The parents' social support or self-confidence affects the student's interpersonal communication [10]. The existence of social support can overcome the interpersonal communication anxiety of students.

In Song's article, social support goes beyond its traditional function as a stress buffer and plays multiple roles in the social organization of health and illness. In terms of its content, for example, social support can be divided into emotional support (liking, love, empathy); instrumental support (goods and services); informational support (information about the environment); or appraisal support (information relevant to self-evaluation) [11]. This research chooses social support categorized as emotional support, instrumental support, informational support, appraisal support to find which one is more effective in producing the comfortable feeling.

From the things above, college students could lose their sense of comfort due to academic pressure and lecture workloads. College students also increasingly lose their sense of comfort in lectures when the final paperwork approach, which in the end causes stress and doubts about their abilities. Even for new college students, the sense of comfort could be lost due to the new environment, meeting new friends, facing a lecturer in the learning process. As a result of this, college students become lack confidence in their abilities, the big amount of fear in making mistakes in lectures, anxiety in communicating results college students do not want to interact with others and even withdraw from socializing in the lecture environment, which eventually arises a sense of doubt in him/her for the abilities he/she has, as a result, the college student tries as little as possible to communicate with others because of fear of making mistakes and will only speak as necessary and even behave like this during the learning process.

3 Research Methods

It is quantitative research in a pre-experimental form. The design in this research is one group Pre-test Post-test design because only using one class as the subject of the research without another class as the comparison. Based on Sugiyono in Nuryanti's article, he said that experimental research is research that desires to find the effect of certain treatments on others under controlled conditions [12]. Treatment in this research is used to find how far it affects the controlled group, the English general course students were the controlled group. Rosidanto in his collaborative paper with his friends said that One group Pretest Post-test design does not use a class as a comparison, but it uses a Pre-test so that the effect can be identified [13].

Based on Nuryanti's paper, Sugiyono's one group Pre-test and Post-test design:

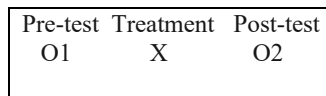


Fig.1. Research Design

Description:

- O1 = Pre-test score (before the treatment)
- X = Treatment (is done)
- O2 = Post-test score (after treatment) [12]

Based on this design, the mechanisms in doing this research are:

- a. Choose and decide the subject of the research for the experiment group
- b. Do the Pre-test without using the social support?
- c. Do the social support as the treatment to the experiment group

It is quantitative research and uses the general subject of English class' students as the subject. The researcher found that there are quite a lot of students who were still hesitant in pronouncing English sentences that is why the pausing process occurs in the pronunciation process. The limitation of this research is the current situation that still uses online learning, so data retrieval is only in the form of video recordings during the teaching process. The research is limited in interaction and only focuses on pronouncing utterances or sentences in English.

A good speech is seen from the time the speech starts until it is finished, has a good composition of words, and is spoken in an unbroken order [3]. So, saying a word or two words cannot be categorized as utterances and the process of producing these words or words cannot be categorized as utterances because utterances have stipulations, they have to go through a very complicated and complex process of conceptualizing utterances, formulate utterance and articulation in conveying utterances. The research is conducted after the mid-test.

The research subjects were not English department's students, learning English is not the main course. The reason is that these students are clear examples of foreign language learners. It does not mean that the students of the English study program are not the right examples of foreign language learners. The pauses process is illustrated from students who do not concentrate on learning English and the results illustrate better if the researcher's thought on how to overcome the pause with social factors can be successfully seen or not. The challenge to use English can be seen clearly at them whether it becomes difficult or not in making a speech in English.

This research uses the work result of the students and then becomes research data, from Pre-test 1, Pre-test 2, and Post-test in the form of a table. The number of students who became the research subjects was 25 students. However, while doing this research, some students were not considered valid as research data because there was a student who only gave the speech results in Pre-test 1 and the rest did not, because, after Pre-test 1, the student was not present. Some students did not give the result of the speech in Post-test 1 but gave it at Pre-test 2 and Post-test. The researcher did not ask the students to give the work of their Pre-test 1 to describe how the actual situation in this class was. Some students only gave their work only in the Post-test, while in Pre-tests 1 and 2 they did not give it because of their absence.

This research was divided into several parts. Pre-test 1, they record a speech using the simple present tense, talk about themselves and their family. It was held on April 28, 2021. Pre-test 2, record a speech using the simple past tense, talk about themselves 10 years ago and what they ate or happened to them last week. Pretest 2 was held on May 26, 2021. The Post-test was held on June 23, 2021; students are given one week to make the Post-test video. It contains their speech about themselves, their identity, the reason why they chose their current major, and also the reason why they chose to study at the Indonesian Christian University (UKI), these are a combination of the simple present tense and the simple past tense.

Before Pre-test 1, the researcher explained the simple present tense, the function of the simple present tense, and examples of the simple present tense. Before pre-test 2, the researcher explained the simple past tense, function of the simple past tense, and examples of the simple past tense. After that, discussed the results of their speech at the next meeting. When discussing the results of their speech, the researchers used the social factors as a treatment, tried to make

them comfortable with him, and trusted him as their friends, not only as their teachers or lecturers.

3 Results and Discussion

Result

There are 6 students whose assessments were not considered valid due to incompleteness in providing audio recordings for pre-test 1 or pre-test 2. There was a person who only take part in pre-test 1 after that he was not present, Christian Dennis. There was also a person that only take the post-test, but not the pre-test 1 and pre-test 2 like Michael Sandro. From the six students, only four students gave the recording from Pre-test 2 to Post-test. 2 students showed a decline in the pause process, Dwi and Seera Dwiputri Banni. However, for Seera Dwiputri, the number of pauses increased in general, but the number of pauses she did in the Post-test was declined compared with Pre-test 2.

For Pre-test 2, the number of pause classifications she did was three types of pauses, while in the Post-test it was only two pause types. The pause process that occurred in Seera's Post-test video was in the last minute of the video, different from what happened in Pre-test 2, it was in the middle of the recording. Seera's Post-test video lasted 3 minutes 6 seconds while the audio recording for her Pre-test 2 lasted only 25 seconds. It shows that Seera experiences a decrease in the pause process made in the Post-test compared to the audio recording of the Pre-test 2.

Nine students did not achieve success from taking pre-test 1 to Post-test. The students who did not succeed shows an increasing point in doing pause process from Pre-test 1 to Post-test though some did pause process in Pre-test 1, but did not do pause process in Pre-test 2, in the Post-test they did even more than in the Pre-test 1 or in Pre-test 1 there was no pause but the number of pauses increased in Pre-test 2 and Post-test such as Sania Zulfa and Wijdane Weme. The majority of the nine students did additional pauses from Pre-test 1 to Post-test. It happened because a majority of these students rarely asked questions during the discussion of the material until the discussion of the script for the Post-test video.

There was also a person who deliberately says "aaa..", "mmm.." such as Engelita Evelin Manurung, because of the influence by the form of speech or vlogs or interviews that she has listened to before on social media because based on the way Engelita pronounces sentences per sentence. She sounded like she can pronounce it well. There are many interviews on youtube or vlogs from celebrities which they tend to do filled pauses like "aaaa..", "mmmm..." etc. the evidence was the way Engelita delivered the speech, she tried to create an atmosphere as natural as possible in doing it, such as interviews on youtube or vlogs from celebrities. The majority of the nine students did not sound familiar with using English, from the way they said it from sentence to sentence or maybe because of the pressure that this Post-test would be used as the point for their final project.

10 students can overcome the pause they did in the Post-test compared to Pre-test 1 and Pre-test 2. From the 10 students, there was an increase in the Pre-test 2, the speech in the simple past tense. It shows that the simple past tense is more difficult for them than the simple present tense, that is why in the discussion of the script for the final project video, many of them made mistakes in using the simple past tense, especially changing verb 1 to verb 2 where there is an added verbed.

10 students experienced a decline in pausing from pre-test 1 to post-test. However, there were students from Pre-test 2 who made fewer mistakes than Pre-test 1 or even Post-test but were considered as successful, like Ersi Irma Anjelita Manu. It happens because the duration of the Pre-test 2 was shorter than the Pre-test 1 and even the Post-test. For example, Ersi's audio

recording in Pre-test 1 is 35 seconds, while in Pre-test 2, the duration is only 20 seconds and the Post-test is more than 3 minutes. That's why the total number of pause process that occur in the Post-test is more than in Pre-test 2, but if you look at the classification of pauses, the number is the same as in Pre-test 2, just one, less than the pause process in her pre-test 1. As for the student named Meinar Lydia, there is no pause from Pre-test 1 to Post-test. The researcher categorized it as successful because, with the input given by the researcher, Meinar can maintain the pause process even with the addition of the duration according to the terms of the Post-test video, Meinar can maintain not doing pause.

The table below is the total number of pause process that happens in pre-test 1 and 2 based on Viola and Madureira's classification of the pause process and the final score before the social support given.

Table 1. Pre-Test Score based on Viola And Madureira's Pause Process

No	Name	Pre-Test 1	Pre-Test 2	Final Score
1	Agatha Sekarbulan Mutiara Pamungkas	0	3	97
2	Christian Dennis	14	0	NE
3	Dwi	0	8	NE
4	Engelita Evelin Manurung	4	6	90
5	Ersi Irma Anjelita Manu	7	1	92
6	Issuwari Tambunan	2	8	90
7	Jeffry Saputra Pabantang	3	1	96
8	Maret Marchelino Gultom	2	2	96
9	Maria Madeline	0	2	NE
10	Meinar Lydia	0	0	100
11	Mikael Amantua	6	8	86
12	Michael S	0	0	NE
13	Milennia Greatchiella	0	2	98
14	Mutiara Hariayani	2	4	94
15	Patricia Mahakurnia Putri Raja Soghe	0	3	97
16	Pirman Angga Jayadi A	6	6	88
17	Rafael Ignatius Sihotang	2	7	91
18	Sania Zulfa	0	2	98
19	Seera Dwiputri Bani	0	97	NE
20	Sekar Arum Ningtyas	1	3	96
21	Tasya Irwanti Simanjuntak	1	0	99
22	Tri Sanjaya	0	98	NE
23	Trinytha Noveliana	7	2	91
24	Vanessa Gabriela Divani Darmawan	3	3	94
25	Wijdane Weme	1	0	99

The table below is the total number of pause process that was happened in pre-test 1 and 2 based on Pangesti's classification of the pause process and also the final score before the social support was given.

Table 2. Pre-Test Score based on Pangesti's Pause Process

No	Name	Pre-Test 1	Pre-Test 2	Final Score
1	Agatha Sekarbulan Mutiara Pamungkas	0	3	97
2	Christian Dennis	26	0	NE
3	Dwi	0	6	NE
4	Engelita Evelin Manurung	3	6	91
5	Ersi Irma Anjelita Manu	8	1	91
6	Issuwari Tambunan	3	8	89
7	Jeffry Saputra Pabantang	3	1	96
8	Maret Marchelino Gultom	2	2	96
9	Maria Madeline	0	1	NE
10	Meinar Lydia	0	0	100
11	Mikael Amantua	5	8	87
12	Michael S	0	0	NE
13	Milennia Greatchiella	0	2	98
14	Mutiara Hariayani	3	4	93
15	Patricia Mahakurnia Putri Raja Soghe	0	3	97
16	Pirman Angga Jayadi A	8	6	86
17	Rafael Ignatius Sihotang	2	7	91
18	Sania Zulfa	0	2	98
19	Seera Dwiputri Bani	0	97	NE
20	Sekar Arum Ningtyas	1	3	96
21	Tasya Irwanti Simanjuntak	1	0	99
22	Tri Sanjaya	0	98	NE
23	Trinytha Novelyana	7	2	91
24	Vanessa Gabriela Divani Darmawan	3	3	94
25	Wijdane Weme	1	0	99

The table below is the final score of the post-test (after the social support was given) based on Viola and Madureira's classification of the pause process

Table 3. Postest Score based on Viola and Madureira's Pause Process

No	Name	POST-TEST
1	Agatha Sekarbulan Mutiara Pamungkas	98
2	Engelita Evelin Manurung	78
3	Ersi Irma Anjelita Manu	98
4	Issuwari Tambunan	99
5	Jeffry Saputra Pabantang	92
6	Maret Marchelino Gultom	98
7	Meinar Lydia	100
8	Mikael Amantua	99
9	Milennia Greatchiella	99
10	Mutiara Hariayani	91

11	Patricia Mahakurnia Putri Raja Soghe	99
12	Pirman Angga Jayadi A	91
13	Rafael Ignatius Sihotang	93
14	Sania Zulfa	97
15	Sekar Arum Ningtyas	82
16	Tasya Irwanti Simanjuntak	100
17	Trinytha Novelyana	96
18	Vanessa Gabriela Divani Darmawan	99
19	Wijdane Weme	95

The table below is the final score of the post-test (after the social support was given) based on Pangesti's classification of the pause process

Table 4. Posttest Score based on Pangesti's Pause Process

No	Name	POSTEST
1	Agatha Sekarbulan Mutiara Pamungkas	98
2	Engelita Evelin Manurung	78
3	Ersi Irma Anjelita Manu	98
4	Issuwari Tambunan	99
5	Jeffry Saputra Pabantang	92
6	Maret Marchelino Gultom	98
7	Meinar Lydia	100
8	Mikael Amantua	99
9	Milennia Greatchiella	99
10	Mutiara Hariayani	91
11	Patricia Mahakurnia Putri Raja Soghe	99
12	Pirman Angga Jayadi A	91
13	Rafael Ignatius Sihotang	94
14	Sania Zulfa	97
15	Sekar Arum Ningtyas	82
16	Tasya Irwanti Simanjuntak	100
17	Trinytha Novelyana	96
18	Vanessa Gabriela Divani Darmawan	99
19	Wijdane Weme	95

Discussion

There was an increasing score in the post-test compared with the pre-test. Most of the students were experienced this due to social support. The task of the post-test was based on the previous task, the pre-test 1 and 2, which was about simple present tense (pre-test 1) and post-test (pre-test 2). The students' improvement learning outcomes data before the treatment can be seen from the table below

The Pause Process Because of Doubt Feeling in Speaking English before Using a Comfortable Feeling (Pre-Test)

Table 5. Viola And Madureira version

No	Calculated Factors	Pre-Test Score
1	Mean Score	94,3157895
2	Standard Deviation	4,08319907
3	Maximum Score	100
4	Minimum Score	86

Table 6. Pangesti version

No	Calculated Factors	Pre-Test Score
1	Mean Score	94,15789
2	Standard Deviation	4,232981
3	Maximum Score	100
4	Minimum Score	86

Based on these two tables above, we can see that from 25 students, the maximum score before the treatment was 100 and the minimum score was 86 with the mean score for the Viola and Madureira version was 94,3157895 with 4,08319907 as the standard deviation score while for the Pangesti version, the mean score was 94,15789 and standard deviation was 4,232981.

The Pause Process Because Of Doubt Feeling in Speaking English after Using a Comfortable Feeling (Post-test)

Table 7. Viola And Madureira version

No	Calculated Factors	Post-Test Score
1	Mean Score	95,00
2	Standard Deviation	6,06
3	Maximum Score	100
4	Minimum Score	78

Table 8. Pangesti version

No	Calculated Factors	Post-Test Score
1	Mean Score	95,00
2	Standard Deviation	6,06
3	Maximum Score	100
4	Minimum Score	78

Based on these two tables above, we can see that from 25 students, the maximum score after the treatment was 100 and the minimum score changed to 78 with the mean score for the Viola

and Madureira version increased to 95,00 with 6,06 as the standard deviation score while for the Pangesti version, the mean score increased also into 95,00 and standard deviation became 6,06.

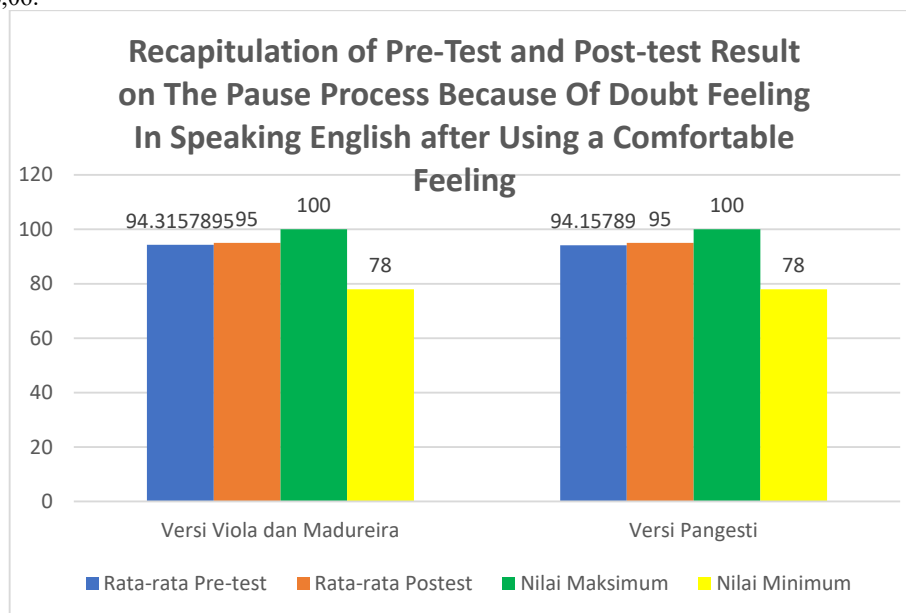


Fig.2. Recapitulation of Pre-Test and Post-test Result on The Pause Process Because of Doubt Feeling in Speaking English after Using a Comfortable Feeling (Social Support)

After the students' scores are received, the next step is processing the data. The steps in processing the data are:

- a. Evaluate the students' work
The researcher evaluated and gave the score based on the latest grade point scale that is used in Indonesia, the Competency-Based Curriculum grade point scale, 0-100.
- b. Group the data
After the data was gathered and given the score, next the data was grouped between pre-test and post-test.
- c. Calculate
In calculating the data, the researcher used Wilcoxon Test. it was decided to use the Wilcoxon test due to the small number of data, only 25 students. The result can be seen in the table below.

Wilcoxon Signed Ranks Test of Viola dan Madureira Version

Table 9. Ranks

		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	6 ^a	11.00	66.00
	Positive Ranks	12 ^b	8.75	105.00
	Ties	1 ^c		
	Total	19		

- a. Post test < Pre test
- b. Post test > Pre test
- c. Post test = Pre test

Table 10. Test Statistics

	Post-test - Pre-test
Z	-.851 ^b
Asymp. Sig. (2-tailed)	.395

TABLE 11

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Wilcoxon Output Interpretation:

- a. Negative ranks or the difference (negative) between the result of the pause process for the pre-test and post-test is 6 for the N value, 11 for the mean rank, and 66 for the Sum of rank. The value of 6 shows 6 students experienced a decrease (reduction) from the pre-test value to the post-test value.
- b. Positive ranks or the difference (positive) between the result of the pause process for the pre-test and post-test. There are 12 in the value of N, which means there were 12 students who experienced an increase in the results of the pause process from the pre-test score to the post-test score. The mean rank or average increase is 8.75, while the number of positive ranks or sum of ranks is 105.00.
- c. Ties are the similarity of pre-test and post-test scores. The value is 1, so it is said that there is 1 equal value between the pre-test and post-test.

Wilcoxon Hypothesis Test:

Decision-Making Basis

- a. If Asymp.sig value (2-tailed) is smaller than <0.05, Ha is accepted
- b. If Asymp.sig value (2-tailed) is bigger than >0.05, Ha is rejected.

Based on the statistical output above, it is known that Asymp.sig (2-tailed) of the viola and Madureira versions is 0.395. Because 0.395 is bigger than > 0.05, it can be concluded that "Ha is rejected". It means that there is no difference between the results of the pause process for the pre-test and post-test. So, it can be concluded that "there is no significant effect of using comfortable feeling through social support on the pause process Because Of Doubt Feeling in Speaking English.

Wilcoxon Signed Ranks Test of Pangesti Version

Table 11. Ranks

		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	6 ^a	10.50	63.00
	Positive Ranks	12 ^b	9.00	108.00
	Ties	1 ^c		
	Total	19		

- a. Post-test < Pre test
- b. Post-test > Pre test
- c. Post-test = Pre test

Table 12. Test Statistics

	Post-test - Pre-test
Z	-.983 ^b
Asymp. Sig. (2-tailed)	.326

Table 13

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Wilcoxon Output Interpretation:

- a. Negative ranks or the difference (negative) between the result of the pause process for the pre-test and post-test is 6 on the value of N, 10.5 on the mean rank, and 63.00 on the Sum of rank. The value of 6 shows 6 students experienced a decrease (reduction) from the pre-test score to the post-test score
- b. Positive ranks or the difference (positive) between the result of the pause process for the pre-test and post-test. There are 12 in the value of N, which means there were 12 students who experienced an increase in the results of the pause process from the pre-test score to the post-test score. The mean rank or average increase is 9, while the number of positive ranks or sum of ranks is 108.00.
- c. Ties are the similarity of pre-test and post-test scores. The value is 1, so it is said that there is 1 equal value between the pre-test and post-test.

Wilcoxon Hypothesis Test:

Decision-Making Basis

- a. If Asymp.sig value (2-tailed) is smaller than <0.05 , H_a is accepted
- b. If Asymp.sig value (2-tailed) is bigger than >0.05 , H_a is rejected.

Based on the statistical output above, it is known that Asymp.sig (2-tailed) from the Pangesti version is 0.326. Because 0.326 is bigger than > 0.05 , it can be concluded that "Ha is rejected". It means, there is no difference between the results of the pause process for the pre-test and post-test. So, it can be concluded that "there is no significant effect of using comfortable feeling through social support on the pause process Because Of Doubt Feeling in Speaking English.

4 Conclusion

From the results above, it can be seen that the use of social support in overcoming the pause process is proved to be significantly ineffective because the value of the change from pre-test to post-test does not increase significantly. This is caused by several things, such as:

- a. There are quite a lot of students whose scores were incomplete so that the data were considered invalid.
- b. The use of social support through online learning did not have a big effect compared to face-to-face learning.
- c. Although there was an increase from pre-test to post-test score for most of the students, the change was not significant, that's why the Wilcoxon hypothesis test considered the use of social support in overcoming the pause process did not affect significantly.
- d. The number of the population is too small. It will show much difference if the number of the population is bigger than this.

Suggestion

From the social support that had been successfully carried out, it can create a sense of comfort in the learning process within the students, the fear of making mistakes can be suppressed and the lack of self-confidence that occurs within the students especially students of the first year where they are still in the process adapting can be suppressed. The pauses process that occurs because of feelings of doubt, fear of making mistakes and lack of confidence can be reduced and may be eliminated although not significantly.

This research may not be able to describe the situation with a larger population because other external factors may not have been mentioned from the theoretical basis that was used in the study. For future researchers, it is recommended to conduct research with a larger sample size or population, and also future researchers can do related research based on other social factors in reducing the pausing process so that it can be described which results are more significant.

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